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ABSTRACT

The purpose of this manual is to provide guidelines for developing and implementing a substitute teacher program for Head Start parents. Designed for Head Start education coordinators, directors, teachers, parent involvement coordinators, policy council members, and parents, the guide offers a step-by-step procedure including a program needs assessment, a sales campaign addressed to agency decision makers, a 60-hour training program and suggestions for setting up the program, substitute employment procedures, and answers to common questions asked by personnel who operate programs. Appended materials include a training schedule for substitute teachers, a sample training time sheet, and a sample certificate to award to individuals completing substitute teacher training. (RH)

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How To Design and Implement A Substitute Teacher Training Program for Head Start Parents

Margaret Leitch Copeland, Ed.D.
Early Childhood Education, Rider College

Head Start Training Office
8 Maple Street
South River, New Jersey 08882
(201) 390 - 8989

Educational Information & Resource Center
New Jersey Head Start Training/Resource Center
207 Delsea Drive
Sewell, New Jersey 08080
(609) 228 - 6000

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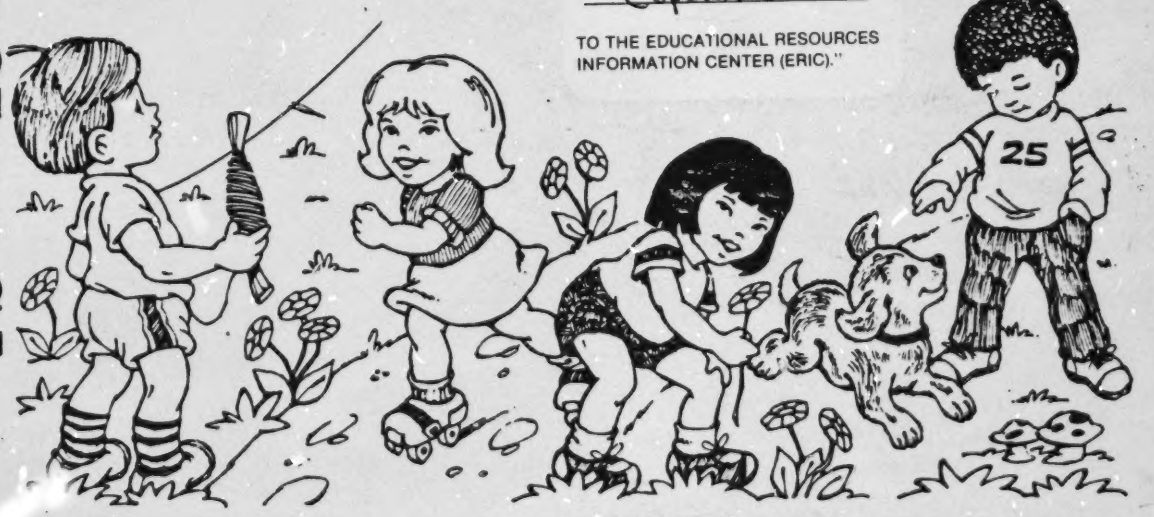

There are a variety of ways to achieve meaningful **Parent Involvement** in Head Start programs.

The New Jersey Head Start Training and Resource Center/Educational Information and Resource Center disseminates the Parent Substitute Teacher Training Model as one approach that has been successful here.

You are invited to explore this approach as a possible addition to your program's overall involvement of parents.

Parent Involvement is a cornerstone of Head Start. We wish you and your parents every success in attaining it.

Maevonia D. Caldwell
Project Director
NJHSTRC/EIRC

HOW TO DESIGN AND IMPLEMENT A SUBSTITUTE TEACHER TRAINING PROGRAM FOR HEAD START PARENTS

Margaret Leitch Copeland, Ed.D.
Early Childhood Education, Rider College
and
Parent Training Specialist,
Trenton, N.J. Head Start

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ACKNOWLEDGEMENTS

One of the most difficult tasks for a Head Start education coordinator is finding good substitute teachers. In 1978, the Head Start Director at the Philadelphia Parent Child Center (P.P.C.C.), Mr. Bill Thomas, came to me to ask me to do something about the problem. Together, we thought up the Substitute Teacher Training Program, which is now an annual event and integral part of the program at P.P.C.C. as well as Trenton, N.J. Head Start, where I later became the education coordinator.

I would like to thank four people who had the confidence in me to offer support in the instituting of substitute teacher training in their programs: Ms. Jewel Morrissette-Ndulula, executive director, Philadelphia Parent Child Center, Mr. Bill Thomas, now P.P.C.C. director of training and research, Mr. Albert M. "Bo" Robinson, executive director, United Progress, Inc., and Ms. Jeri Smith, Trenton Head Start director.

Ms. Jo Herren, director of the Region III Head Start Resource and Training Center, and Ms. Nancy Thomson, Trenton Head Start Education Coordinator, encouraged me to write this book and helped me get it into this form.

Most of all, I would like to thank the one hundred or more Head Start parents who followed through in training, received their certificates, and have worked so successfully as classroom substitute teachers. They are the ones who have shown that the program can and does work.

INTRODUCTION

The purpose of this book is to give the reader some guidelines of how to develop and implement a substitute teacher program for Head Start parents. It is designed for those who are concerned about the problems of optimal classroom coverage and are ready to come up with a solution. These people will probably be Head Start education coordinators, directors, teachers, parent involvement coordinators, policy council members, and parents.

It gives a step-by-step procedure which includes a program needs assessment, a sales campaign for decision makers, a sixty hour training program and how to set it up, substitute employment procedure, and some answers to common questions which programs ask.

Since its inception in 1965, parent involvement has been a unique feature of Head Start. This substitute teacher program is seen as another way to strengthen the program with parent participation. It has been an exciting solution, and other programs have begun to ask how it is done. I hope that this book will be a helpful answer!

M.L.C.

CHAPTER I

PROGRAM NEEDS ASSESSMENT

Before you decide to introduce a new idea into your program, you must, of course, be convinced that the idea has some merit. If you're reading this book, it is assumed that you are interested in Substitute Teacher Training for Head Start Parents. The second move is to do a program needs assessment. And the third is to sell the idea to other people in your program to gain their support.

Now read the following fifteen program needs assessment questions:

1) Does your program have trouble recruiting substitute teachers who are familiar with the neighborhood? yes_____ no_____

2) Do your teachers complain that they can never contact any of the people on the substitute list? yes_____ no_____

3) Is your education coordinator tearing his/her hair in the winter months when several teachers are absent and no substitutes are available? yes_____ no_____

4) Is your Head Start career ladder missing a rung between classroom volunteer and teacher assistant? yes_____ no_____

5) Are your Head Start dollars going outside the community to substitutes when your Head Start families desperately need them? yes_____ no_____

6) (Tell the truth now) Are your centers sometimes illegal because of not enough adult coverage? yes_____ no_____

7) Do you choose teacher assistants by how many people on the personnel committee they know instead of choosing among people who have already proved themselves competent in the classroom? yes_____ no_____

8) Do you find substitutes sit around the classroom instead of taking responsibility? yes_____ no_____

9) Do your teachers feel that substitutes don't know the children or the daily routine? yes_____ no_____

10) Are your Head Start parents always asking the program for jobs when none is available? yes_____ no_____

11) Are your staff members who have other program responsibilities getting pulled into the classroom to substitute? yes_____ no_____

12) Are your children wasting precious Head Start time because the substitutes don't know how to do lesson plans? yes_____ no_____

13) Are your teachers burning out because two classes are combined when a teacher is absent? yes_____ no_____

14) Are you having trouble complying with the Head Start Performance Standards on parent involvement, 70.2, and parent education? yes_____ no_____

15) Would you like to see the expertise of your Head Start staff transmitted to your Head Start parents? yes_____ no_____

If you answered yes to five or more of these questions, you are ready to consider a Parent Substitute Teacher Program for your Head Start.

Next, ask a few other people in your Head Start program to complete the needs assessment checklist (try your director, education coordinator, policy council chairperson, head teachers, etc.). Chances are they have experienced at <u>least</u> five of these common problems. The more support you can muster at this point, the easier your selling job will be!

CHAPTER II

SELLING THE IDEA TO YOUR PROGRAM

Your combined answers from the program needs assessment will be the basis for presenting a good case for trying a substitute training program for your parents. Any Head Start administration will want to know, "What's in it for me?" Your answer will be, "Solving current program problems. Our needs assessment shows. . ." Administrators don't mind hearing about problems if you have the solution in the next breath! But in these times of cutbacks in funding, no director can buy an expensive new idea, no matter how good it sounds.

COST OF TRAINING AND MATERIALS

One of the first questions an agency considering starting a substitute teacher training program should and will ask is "how much will it cost?" The answer will vary tremendously, based on decisions the agency makes along the way, but certainly the cost can be kept under $500.00.

Costs will, of course, depend on the number of people involved. A class of fifteen to twenty trainees makes for optimal class discussions, but of course the size of the class will have to depend on the size of the program and its need for substitute teachers.

Each trainee should be issued a good notebook, with pockets for hand-outs, paper and pen. Xeroxing materials is the next vital expense. And finally the cost of printing the diplomas can be high. These are the minimum expenses for a no-frills training program. Throughout this booklet, utilizing current resources will be emphasized.

Be assured that a rich program can evolve from a low budget if the emotional commitment of the agency is generous. If the program administration is willing to commit time and political backing to the project, that is more important than allocating money.

COST EFFECTIVENESS

The bottom line is, is it cheaper to hire parent substitutes? The answer is an emphatic, "yes," if real time expended is calculated.

First, the minimum wage per day is about half the going per diem rate for hiring public school substitute teachers.

Second, the cost of training is quickly offset by the amount of administrative time which is saved by having substitutes appear immediately after one or two quick telephone calls.

Third, the amount of bookkeeping time is reduced when you have a consistent group of people to be paid, rather than adding names in emergency situations.

Mental health is difficult to measure in dollars, but it is clear that understaffed centers lead to teacher burn-out, which is expensive. It can also be said that in an atmosphere of chaos due to absent or untrained teachers, teaching is not optimal, and Head Start dollars are wasted.

After you get past the money, any selling job gets easier. The points to cover next are:

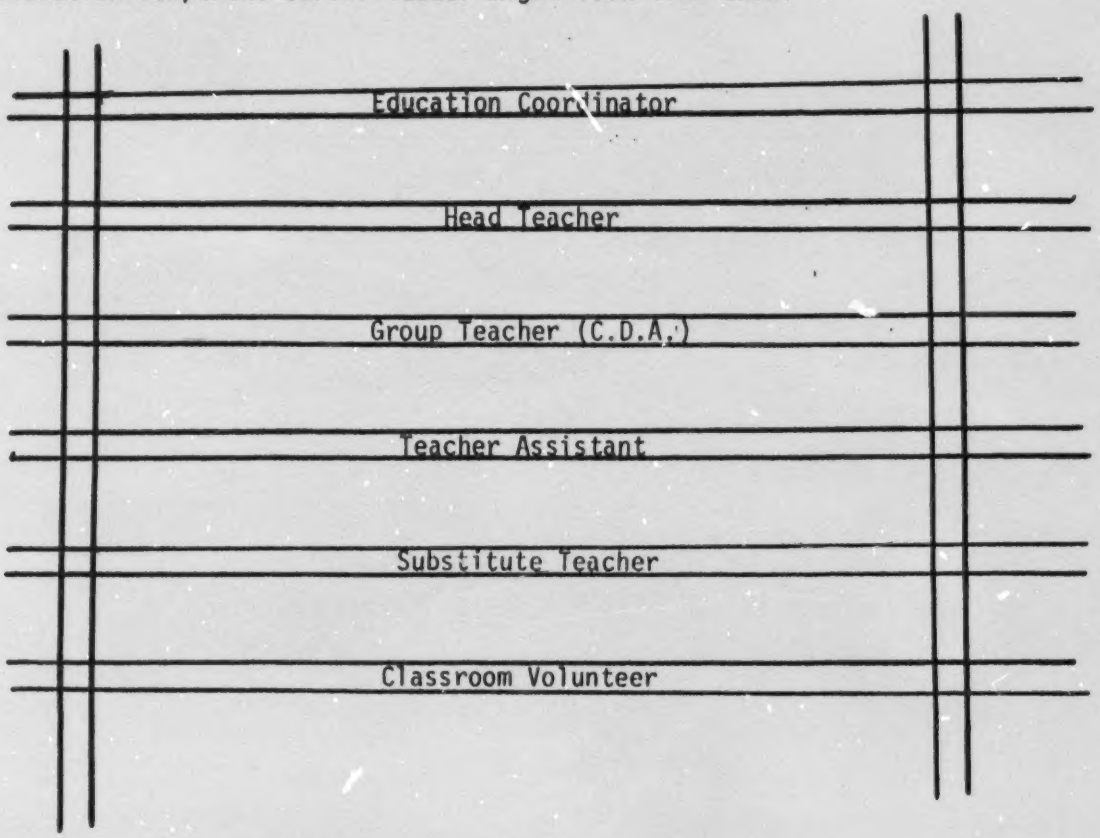
1) Building your career ladder
2) Advantages for staff
3) Advantages for parents
4) Advantages for children

BUILDING YOUR CAREER LADDER

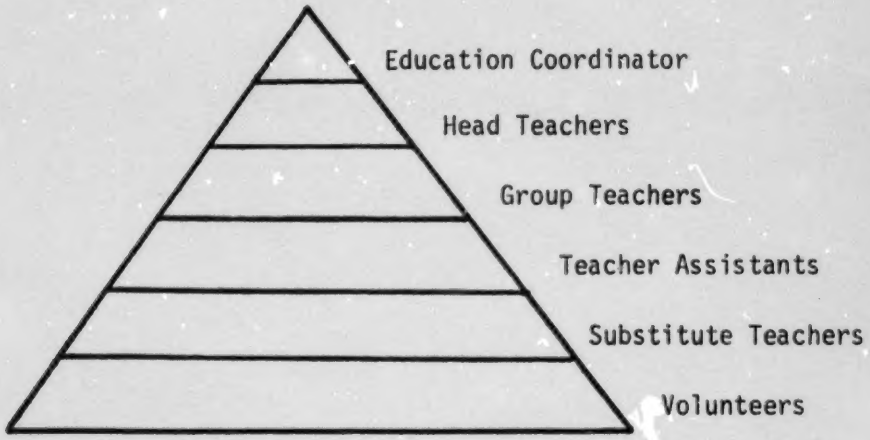
We often speak of having a career ladder in Head Start, by which a parent can climb to being a teacher, director or even a regional bureau chief within the program. However, when we examine our "ladders," we find that sometimes there are impossibly large gaps between "rungs," which makes climbing all but impossible.

In recent years, the Child Development Associate (C.D.A.) Credential program has added a much needed "rung" between teacher assistant and head teacher. Now, the substitute teacher training program offers a "rung" between classroom volunteer and teacher assistant.

With the addition of the substitute teacher "rung," a Head Start education component career ladder might look like this:



This picture might also be drawn as a pyramid because usually there is just one education coordinator at the top, and theoretically every parent in the program is in the entry level of classroom volunteer.



ADVANTAGES FOR STAFF

Teachers and administrators need to be always conscious of mandated adult: child ratios. The whole program can be jeopardized if adult coverage is not adequate. Substitutes are a necessity, not a luxury!

When teachers need a substitute, it is usually in a stressful situation: illness, death in the family, medical appointments, family problems, etc. Teachers need to be able to make a quick phone call or two and be relieved of any further responsibility. If the substitute is a parent in the center, she probably lives close to the center and thus can get there in a flash, sho obviously knows where the center is

and won't get lost, she probably won't move without telling the center, and she's probably up in the morning getting her child ready for Head Start. In case of snow, the parent substitute can walk when other forms of transportation are impossible.

In addition, if a teacher has trained one or two substitutes, she can memorize their telephone numbers. This eliminates the problems of a teacher's being away for the weekend and not having the substitute list, having a car which breaks down on the way to work, etc., etc.

For the teacher who is not absent, the benefits are also great. Instead of training a new person on the spot about classroom routines, she/he can be guaranteed that the substitute will know the children's names, the classroom procedures, and the way a typical day would go if the teacher weren't absent. After all, she/he helped train this substitute, so she/he must be good! The regular teacher or teacher assistant will not have to take orders from or give directions to the other adult. No adult will be just sitting around, claiming not to know what to do.

Staff members from other components benefit too. They often resent being asked to substitute as classroom teachers for several reasons. First, it takes them away from their regular work and they do not want to get behind. Second, they may be good bookkeepers or family workers, but do not enjoy working with groups of children. And third, though people rarely verbalize this, people are uncomfortable in roles for which they have not been trained.

Education component staff members often feel that they would like to teach parents about child development and proper classroom behavior, but don't know how to do it without being condescending. Although the

Head Start Performance Standards require that opportunities for learning about child development be provided, they do not specify the vehicle for doing so. Substitute teacher training is an excellent forum for communication between professionals and parents directed toward a common goal, which will be mutually advantageous: to develop a pool of qualified substitute teachers.

Staff members also find that parents are more appreciative of how tough a job teaching is as they become teachers themselves! One parent said, "I began to see why teachers act the way they do."

When teachers feel that they contribute to the overall success of the program, they do not "burn-out" as rapidly. Teachers resent combining classes when someone else is absent, and rightly so. The combination of physical exhaustion due to too many children plus the frustration of not being able to do the job right leads to teacher "burn-out." Good substitutes really are <u>vital</u> to good staff mental health!

Administrators have found the substitutes invaluable not only for working when a teacher is out for illness or personal reasons, but for coverage when a teacher is needed for a meeting, for example when the child study team is discussing a particular special needs child. There are also times when an opportunity arises for teachers during the teaching day when the administration does not want to close the center. When conferences, conventions, and cluster training meetings occur, a substitute can be arranged even on very short notice.

ADVANTAGES FOR PARENTS

Head Start families by definition are America's economically poorest families. Parents are always in need of supplementing their low incomes and it is important that they find ways to do so. It is vital that programs keep as many Head Start dollars in the community where eligible families live. Hiring parent substitute teachers fulfills these two needs, as well as the mandates of 70.2.

One parent said she liked the program because it is, "A hand-up, not a hand-out!"

But sometimes there are problems with knowing who to hire to comply with the 70.2 law. When most parents have similar backgrounds, it becomes difficult to choose a new staff member based on qualifications or demonstrated success, so the choice is based on favoritism or "who do you know." This can lead to disgruntled parents and haphazard staffing. If a teacher assistant position opens up when you have parent substitutes, you have a qualified, experienced pool of candidates. You can make your decision based on merit and you can be confident that the person will work out. She/he has already proved herself/himself and has been observed working in the classroom by parents, teachers, and coordinators.

In addition to qualifying for Head Start jobs, parents have taken their hard-earned certificates and used them to get jobs in other child care programs. Sometimes just the self-confidence gained from the training is enough to help a person get a job in an unrelated field. As a follow-up to training, one program offers a resume writing workshop which has helped people in this category.

Many new friendships are made in the training process. Parents get to know each other, and discover that they share many concerns, fears, joys, and problems. Because the training is racially integrated, friendships begin to cross racial lines, even in polorized communities. A real kinship forms and years later a substitute will say, "Oh, I know her. She was in my class!" This feeling of belonging is a very positive force in parents' lives.

They also begin to have daily contact, in large doses, with employed professionals. This kind of relationship promotes understanding on both sides, and suddenly increases the parent's social network tremendously.

Finally, and most important, trainees gain new insights into their own behavior as parents, and their children's behavior as well. One parent said, "I learned to give more compliments when needed, giving your child a choice, and really sitting down and listening to them. They are fascinating."

Another parent told how her son noticed a change in her. "We like you better now that you don't scream at us," he said.

One mother wrote, "I got the opportunity to put myself in my child's world and see it as they do, and the opportunity to observe something from a different perspective . . . I learned . . . the sharing and caring the children have for one another."

Another said, "It has made me use my imagination as far as arts and crafts are concerned. Cause I couldn't think of anything to do with my own children. But now I have an idea of how to make him be more imaginative, too."

For parents who are not involved in the training, there are also advantages. They will know the person with whom they will be entrusting their child. When a teacher is to be absent for a long period due to pregnancy or disability, a parent can be secure knowing that there will be consistency in the classroom and time will not be wasted.

ADVANTAGES FOR CHILDREN

Research has shown us that one of the most important issues in a child's early development is his/her attachment to adults. As a result, most programs put a priority on consistency of adult staffing in the program. When substitutes are imported, they are not familiar with the children, parents, staff or community, and they are not likely to become attached to the children.

If the substitutes are from the community, trained in the center, and know the staff and families, they are apt to get positively involved, know everyone's name, and eventually become attached to the children in the classroom where they will be working.

Children get comfortable with their own classes and classrooms, in addition to their teachers. If they have to be moved to another group and room, they often become anxious and overexcited. The teacher in the new classroom has more than her share of children when classes are combined and cannot give the necessary individual attention to children. If children remain in their own rooms with a familiar teacher and substitute, they do not lose out on a precious day's learning just because one teacher is absent. Imagine the losses for the children if their schedules are interrupted not just for individual sick days, but for longer absences

like maternity/paternity leaves. The amount children can learn in the Head Start years is vast. Each time it is interrupted, the advantages of Head Start are diminished. This isn't necessary with parent substitutes; the beat goes on!

WILL THE PROGRAM WORK?

Finally, buyers need and want to know, "It sounds good, but will it work?" The answer is, "It does!" The parent substitute teacher program has been tried in two Head Start programs, and has become a permanent part of both. Training is offered annually, and parents look forward to participating.

Staff Opinions

In recent interviews with the top administrators of both programs now using the parent substitute idea, the directors looked incredulous at the question of whether or not they would continue it. "Parents are constantly asking when the next training class will start. They wouldn't let us disband the program. We wouldn't consider it!"

Another director said, "It's been a lifesaver for us. We vastly prefer this system for our program. The substitutes fit right in because they are coming from the Head Start point of view. They are not strangers or people just looking for a day's work; they are concerned about the children."

When asked if they would recommend parent substitute teachers to other programs, the answer was unanimous, "Absolutely." As a matter of fact, they have trouble envisioning a Head Start which operates smoothly without a parent substitute teacher training program!

Realistically, the program does require a lot of staff time, but it is positively spent, and the rewards are great. One director said, "The administrative headaches are very small when you consider the benefits to the program and to the parents, not to mention the children."

An education coordinator said, "It takes all the hassles out of having a teacher absent because you know the classroom is covered and you know the person is good. The teachers enjoyed participating in the training and the substitute teachers loved it and want to come back next year and do it all over again."

Even though it means extra work for teachers during the training weeks, they seem to think the program is worth it. "It gives you a good feeling when you see a parent grow and you know you've helped her grow. If you're training a person to substitute, you can give them a suggestion and you know they'll listen and they won't be offended. Several parents have started growing in Head Start and have gone on to Follow Through. Some have gone back to school and others have gotten the confidence in themselves to apply for other jobs or do things they've never done before."

Teacher mental health is a recurring theme in justifying the parent substitute program. "When you get your phone call in the morning from your co-worker who will be absent, you know it will be just like any other day. Instead of feeling down because you have no substitute or one who could care less, or you have to beg volunteers to stay, you know you'll have quality help," a teacher said.

Everyone has become comfortable with the program. A bilingual teacher said, "I think it's a good idea. You have somebody who's dependable and knows the children and speakes their language. Teachers and children aren't uncomfortable with the substitutes because they're not strangers."

Parent Opinions

Quotes have been taken verbatim from evaluations which parents have written on completion of their training.

One parent commented that the opportunity helped her get started: "I really enjoyed myself. It helped me to have a better outlook on life . . . It's important to me because I finally took that first step to reach my goals."

A more experienced person said, "Although I've raised 5 children, I've learned new facts."

In these self-report questionnaires, it is amazing to see how much growth parents feel. For example, "I learned that you don't have to be bored if you just have a few objects around. I learned how to have better self-discipline with myself and my children and that learning can be fun if you let it and you can get to know a lot of people. I learned the way children think and grow while they are learning and that play to them is learning."

Some parents mention confidence, others show it in their statements. An example of the former: "Being a teacher trainee gave me more confidence in myself and helped me to assist the children in whatever knowledge background they must know for the leaders of our future." An example of the latter: "I feel for the amount of hours we were here that we or I accomplish a lot of work that many other people have had to take much more classes to do what I now can do."

The social aspect is another recurring theme: "It gave the parents a chance to get out of the house and be part of what is going on." "You meet new friends." "I liked begin able to meet other women in my age group who have similar problems and joys as I do. I felt compelled to

participate in discussions and not merely be there. I liked the fact that the setting was informal but the atmosphere was that of a learning one."

Many parents enjoyed the intellectual stimulation and see their lives as changed. "It gave me more to think about. I thought more of our children. I was able to learn that children had the same feelings as adults or grown-ups had. I think this is very important to learn." "This program has helped me to grow mentally especially at home with my 2 children. I used to scream all the time."

Aren't there any complaints?, the reader might ask. Yes! One theme is repeated over and over: the training was not long enough. It should be four to six weeks long. It's a complaint any trainer loves to hear!

Now that you've sold the idea to your program, you'll have to make sure your project will work. The next stage is planning your training program.

CHAPTER III
DESIGNING YOUR TRAINING PROGRAM

There are many issues to consider when setting up a training program. No two training sessions have ever been the same - even within the same agency! The agency's resources grow and change, staff comes and goes, and each time training is offered, the curriculum improves. The suggestions offered in this chapter are just that - suggestions. Each program will want to design its training program according to its strengths and needs.

First you will want to decide when to offer the training.

DEFINING THE TIME FRAME AND SETTING THE DATES

Amount of Time

Three weeks is the recommended time to allow for training. This seems like an overwhelming commitment of time for parents in the beginning, but when the course is ending and friendships are formed, people will be wishing for more. Enough time needs to be allowed so that a person can miss a few sessions and still get in sixty hours of training, which explains the three week period.

Time of Year

Choosing the optimal time to offer the training is difficult. Programs have been offered in January and July, but individual Head Starts will differ in their decisions. January was chosen for four reasons: 1) There is only one holiday to work around (Dr. King's birthday), 2) Parents are settled into the program, 3) Staff is under

less stress than in the fall when children are new, and 4) This is usually a time of year when substitutes are desperately needed. July was chosen to prepare substitutes to begin the year in September. The training will be most successful if it is offered at a time when there are no conflicting activities planned in the Head Start Program or in the community.

Time of Day

The time of day allocated for training must be workable for Head Start families. Usually two hours in the morning and two hours in the afternoon will allow parents to get their children to the center on time and also pick them up at the appointed hour. Full day programs will have a lot of advantages in scheduling because the long lunch break could be eliminated.

Some activities will take more than two hours (see sample schedules in Appendix). And some parents will come early and stay late for extra hours on their time sheets.

RECRUITING

Recruiting trainees is vital to building good morale in the program. The first year will be the hardest; after that word-of-mouth becomes the best advertisement.

After the Administration and Policy Council have given their approval, share the idea with the staff. Send a memo clarifying as many details of the plan as you can. Ask the staff to recommend parents; about two or three per center works well.

Next, inform all the Head Start parents through a flyer. Emphasize that training is unpaid, but that substitute work is paid. Remind parents that one must satisfactorily complete training and receive a certificate before working for pay in the classroom. Invite all parents to join the training and give a phone number to call for questions.

Finally, announce the program in the local media. Most newspapers and radio stations broadcast or print public service announcements free of charge. This coverage will do three things for the program: 1) enhance the image of the Head Start in the community, 2) recruit a few community people who otherwise wouldn't have known about substitute training, and 3) inflate the importance of the work of the trainees in the public eye.

Accept all who appear. Do not discriminate. Sometimes people feel that substituting should be a reward for faithful volunteers. Certainly this is one good way to predict success in the training. But self-selection is equally powerful! If a parent sees herself/himself in the role, but the staff does not, give her/him a chance! If only people with skills were eligible, there would be no need for the training program.

It cannot be emphasized too strongly that the atmosphere of the training must be one of acceptance. Some people are too shy to come the first day, but will show up with a reassuring friend the second day. People will hear that it's a great opportunity, as well as a lot of fun. Do not exclude late-comers. But do set a cut-off point beyond which a trainee cannot get a certificate (probably the end of the first week). Be sensitive to the extenuating circumstances of family life, and remember that the certificate is awarded for a minimum of sixty hours of training, not for the quality of excuse for absence.

Anyone who attends should get all the materials. If they drop out, these need not be returned. The rationale for this is two-fold: 1) one of the goals of Head Start is to disseminate child development information to parents, and 2) the "good vibes" are worth the small expense. Notebooks and training materials become a positive status symbol for people who have frequently not been previously academically oriented.

Once again, accept all those who show interest. Head Start parents have known political, social, racial, educational, economic and ethnic discrimination. When they feel accepted enough to show up for training, nurture that interest. Build that self-confidence. Help that person climb one "rung" of her career ladder.

You will be surprised and delighted at the growth and achievement possible in only three weeks, especially in those who appeared ill-suited to the task in the beginning!

THE TRAINING SCHEDULE

Announcing a total training schedule on the very first day is vital in preventing misunderstandings. Everyone involved should get a copy: trainees, teachers, coordinators, director, and trainers should all receive a copy. In addition, a copy should be posted in the training room.

The schedule serves many purposes:

1) it helps people plan their time.
2) it serves as a contract between trainer(s) and trainees as to how much is expected.
3) it lets everyone know what is going on and where everyone should be.

4) it forces the trainers to be well organized before training begins; there won't be much planning time afterwards!

5) it becomes the basis for future training schedules, which makes subsequent years easier.

6) if a trainee has to miss a session, she/he knows what was covered and can get the information later.

This is not, of course, to say that there won't be any changes in scheduling. Any good teacher changes the lesson plan when:

a) a good learning situation turns up when it wasn't in the plan.

b) things are not going well and the students are bored.

c) the physical surroundings are not conducive to good discussion, e.g., the heater or air conditioner breaks.

d) a student asks an interesting question which seems important to the whole group.

e) an event takes place which reinforces an idea which was presented in class in an earlier session.

f) the trainees didn't understand the material and it needs to be presented again in a different way.

Make as few changes as possible, and when you do, try to anticipate as many of the resulting difficulties as you can. Call absent parents when you change plans, and post a notice on the training room door.

SCHEDULING CONFLICTS

Be sensitive to the existing activities in the program so as not to alienate co-workers or put the trainees in the bind of choosing between two Head Start activities.

For example, if Exploring Parenting conflicts with training, give parents training credits for attending Exploring Parenting (during the training weeks only, of course).

If there is some reason why a center cannot have a substitute trainee for practicum one day, send him/her to visit another center which is perhaps culturally different from the assigned center. Or find a task in the office which will be educational, for instance, helping medical workers role play going to the dentist.

If a parent is needed to go on a classroom trip and a workshop is planned, give credit for the trip and make sure someone provides notes on the workshop.

Advisory councils can either be woven into the schedule for everyone or awarded credit for those who do attend.

The important thing to remember is that parents can learn substitute teacher skills from a myriad of experiences, but that conflicts over scheduling are very detrimental to staff and parent morale. Unhappy people can sabotage your program, so be lenient in giving credit for work done with your co-workers.

WHAT TO INCLUDE

Deciding exactly what to include in your training schedule is difficult, but some basic areas must be covered: child development and early childhood curriculum, classroom organization, nutrition, health and safety, classroom management, discipline, work attitudes, and interpersonal skills. Just how to present the material and who will do the workshops is the next set of decisions. A sample training schedule will be found in the appendix.

DEVELOPMENTAL EXPECTATIONS OF THREE AND FOUR YEAR OLDS

Early in the training, have the group brainstorm behaviors which they think are typical of Head Start age children (3 to 5 years old). Be sure to include all areas of development: social, emotional, physical, cognitive, language, and self-help.

Then present trainees with developmental milestones expected during these years. Any good child development or early childhood education textbook will provide you with this.

Or, if your program uses some structured measure like a developmental checklist to measure children's growth, this can be a great vehicle for looking at developmental expectations for this age group. Parents have enjoyed looking at their children and seeing what they could do on the list and learning how to help them achieve more. Of course, this is a biased look and not to be accepted as a formal evaluation of a child's progress, but it does achieve the goal of having parents see exactly what children can and cannot be expected to do in this age group.

After parents have an understanding of developmental expectations, the next step is to discuss how Head Start can enhance that development through carefully planned curriculum experiences. Parents can begin to see how various developmental needs are met through classroom learning areas.

COGNITIVE DEVELOPMENT

The Performance Standards do an excellent job of spelling out the development of intellectual skills. Use standards 2-2 (b) (2) as the basis of your training on cognitive development.

Tell parents that the agency's Education Plan is available in each center. ~~for their reading pleasure~~. Encourage them to seek strategies and activities in the Plan.

CLASSROOM AREAS

The Performance Standards specify that Head Start classrooms should be broken up into areas, carefully labeled. Have trainees make maps of their classrooms so that they will be aware of how and why the room is arranged.

Review the goals for each learning area and have the group make lists of activities which can be done in each classroom area. Stress the children's development and age appropriateness of each activity. Have trainees note the rules for each area, as well as "crowd control" in each area.

Trainees should be expected to monitor or teach a lesson in each area during the three training weeks. This should probably progress from monitoring the sand or water play table, to assisting at the easel, to reading a story to a small group of children, to teaching a game on the playground, to having complete responsibility for circle time. If there are several trainees working in one center, this progression will probably have to be modified so that there are enough children to go around, but

the principle remains the same: trainees are to be working from the moment they begin their practicum until the time they graduate, at which time they should be able to lead the whole group in a structured activity.

NUTRITION

The Performance Standards are very specific about feeding children in Head Start. In addition to knowing the nutritional values of food, trainees should work on attitudes about eating.

They should also have experiences in teaching cooking in the classroom. One program has trainees teach nutrition using Chef Combo, a Dairy Council puppet. The other program has mobil classroom cooking units and stresses food preparation by the children.

HEALTH AND SAFETY

Above all else, a substitute is responsible for the physical safety of the children. Some topics which need to be covered in this area are:

1) what to do in case of fire. Have trainees make fire route maps of the centers. Have a fire drill during training, if possible.
2) safety on the bus, using seatbelts.
3) toy safety.
4) what to do if a child is injured on the playground. Go over accident procedures and report forms.
5) common childhood diseases and their symptoms.
6) how to determine if a child is too sick to be admitted to the classroom and what to do if she/he is not!

7) any procedures for special needs children, including children with allergies, sickle cell anemia, and epilepsy.

Review the Performance Standards 2-3 (a) and 2-3 (b). These do a beautiful job of spelling out guidelines for a healthy and safe environment for children.

CLASSROOM MANAGEMENT

A major task for any substitute teacher has historically been classroom management. Most of us can remember scenes from our childhood when spit balls and mistaken identities were the preferred tortures for substitutes!

"Tricks of the trade" should be shared with substitutes, some of which include:

1) using "indoor" and "outdoor" voices.
2) getting attention by blinking the lights or playing a chord on the piano (<u>never</u> shouting to gain the class's attention).
3) using area tags to limit the number of children in any area at any given time.
4) following the schedule exactly as it would be if the teacher weren't absent (and reminding the children of the fact that the schedule is being followed).

DISCIPLINE

When it comes to discipline, the Exploring Parenting session is excellent. It is recommended that you consider it if you have it in your program. The notion of the session is that parents are models to their children and that they learn positive and negative behaviors from parents. For example, adults who scream at children are teaching children to scream, even if they are screaming, "Be quiet." Therefore, if a teacher wants a lively, quiet but happy classroom where children are working and playing hard, she/he must set the tone by doing these things herself/himself.

Obviously, using this philosophy, a teacher would never hit a child, because she/he would be teaching hitting. However, this is a crucial point in training and will need frequent repeating: TEACHERS NEVER HIT CHILDREN IN HEAD START. If trainees feel like hitting a child, they should go for help from a co-worker.

A second principle of Head Start discipline is: PRAISE IN PUBLIC, MODIFY BEHAVIOR IN PRIVATE. This behavior should be practiced by trainers and trainees alike! This means that teachers should be frequently praising students for the positive things they are doing, individually and collectively. When a person needs to be corrected, they should be taken aside and spoken to individually.

Trainees should also be encouraged to praise each other and themselves. "Wow, I've learned a lot" or "It looks like you worked hard on that" will do a lot to keep up morale and momentum in training. One trainer uses Jesse Jackson's "I Am Somebody" technique. Another asks trainees to look at themselves in the mirror every morning and give

themselves a whole minute's worth of praise for yesterday's accomplishments and a one minute pep talk for today. Whatever the technique, the point is clear: trainees must feel positive about themselves before they can be expected to dish out a lot of praise to young children.

The goal of praising is to reinforce positive behaviors, but there will be an inevitable discussion of "spoiling the children" or making the child "conceited." The trainer will have to build a very strong case for the correlation between positive self-image and learning. Review what is meant in the Performance Standards by "supportive social and emotional climate" and go over standards 2-2 (a) and 2-2 (b) (1). These are very clear in their specifications of building a positive self-concept. Note that this section comes before development of intellectual skills!

Have trainees observe and write up techniques which teachers use in the classroom like excluding the child from the area when she/he throws sand, using "time out" chairs, taking the child aside to correct their behavior, etc. Role play some difficult disciplinary situations. Let trainees brainstorm solutions to dealing with "problem" children, but most of all, ACCENTUATE THE POSITIVE. THE TRAINEES ARE YOUR DISCIPLES AND WILL FOLLOW YOUR MODEL.

WORK ATTITUDES

Although you will probably not choose to have a session devoted completely to work attitudes, establishing positive job attitudes will be one of your most important training goals. Much of the first day will be devoted to establishing clear expectations for the training course, including expected training and on-the-job behaviors. After that, the

trainer should weave in as many helpful hints as she/he can. When a positive or negative incident occurs in the training session or in classroom practicum, the trainer should bring issues to the group for discussion, while protecting the confidentiality of the people involved.

The foremost attitude to instill in trainees is that THEIR JOB IS ONE OF THE MOST IMPORTANT IN THE WORLD. Molding the minds of young children is serious business and requires much training, planning, and soul-searching. It is not an easy job. It is not a well paying job. It is not a job for everyone. But, for the right person, it is a job with great rewards. To observe the rapid growth and development of young children is surely to believe in miracles. To aid and enhance that process of growth and development is really thrilling.

A related idea is that Head Start is not "school", but a comprehensive child development program with a history of success. One of the reasons for its success is that it has such rigorous Performance Standards. People who work in Head Start are very special folks. Joining a Head Start Staff is a big step, a great honor, and a huge responsibility. If this sounds like sorority initiation, apologies are offered. However, this feeling of belonging to a profession is vital in developing an occupational self-concept and in insuring satisfactory job performance.

To accept training requires the trainee to grow and change. Therefore, the trainee must see something to grow toward or grow for. If she/he is to be influenced by the training she/he must first see its importance. Once she/he aspires to be a teacher and sees that becoming a teacher requires some behavioral and attitude changes, as well as the acquisition of some professional knowledge, a trainee is ready to begin the arduous process of becoming a teacher.

Teachers who are devoted to the children and to their profession are easily observable. Be sure to cover and re-hash those qualities which make a good teacher (and substitute teacher) of young children.

Some observable behaviors and attributes include:

1) voice quality. Teachers of young children should speak in a normal tone and never scream. Many people are tempted to speak in "cutsie" high pitched tones to children which is inappropriate. One of the most difficult training tasks is to make sure substitutes go to where a child is and get down to the child's physical level when speaking. Emphasize this by role playing the opposite to show how embarrasing and hurtful it is to be yelled at from across the room. Remind trainees to save their loud voices for life and death situations.

2) style of dress. Substitutes should dress in clean but simple clothing which does not have to be dry-cleaned. Teachers must be prepared to sit on the floor, mix paints, serve food, clean messes, and wipe snotty noses! Some people do not feel professional unless they wear a suit and high-heeled shoes; early childhood education is probably not the profession for them. It is recommended that substitutes have a "uniform" ready at all times so that if they are called early in the morning they will not be late to the center because their clothes aren't together.

3) punctuality. Substitutes should be required to work the same hours as the teachers (not the children) so that the teacher can brief her/him on the plans for the day in the morning and can get some help with cleanup at the end of the day. Stress

punctuality throughout training by beginning training sessions exactly on time and be sure to "dock" people on their timesheets if they are late.

4) confidentiality. This topic is covered in another section. A professional must learn the difference between gossip and professional opinion. Even when asked for an opinion, she/he must learn to refrain from expressing it outside the classroom.

5) sense of humor. Working with children can be sheer joy or utter frustration; most teaching days contain elements of both. A substitute needs to be able to laugh even when the going gets rough. She/he needs to see the humor in situations and to see difficult moments as temporary. Complaining about everything which goes wrong is an absolute "no-no." Sometimes the "joke of the day" keeps the mood light and makes the work easier.

6) careful problem solving. If children are learning to solve problems and take responsibility for their decisions, they must be involved in problem solving. Good teachers realize that children who are causing problems must be involved in the solution. The trainer can model this behavior by discussing training problems with the trainees, e.g., some people want a review session for the exam, others think it isn't necessary. What should be done? The first step is to admit that there is a conflict, and then it can be resolved. It is vital that parents realize that even seasoned teachers make mistakes or are sometimes unsure of what to do next. Again, admitting a mistake or asking a question is the first step toward solving a problem. Trainers must reinforce question asking: "I'm glad you asked that question," etc.

7) be friendly and outgoing. A substitute must be willing to greet families, introduce families, and make a little small talk to give parents and children the confidence that she/he is a warm and competent person. This requires practice and confidence, and deserves attention in training.

8) active listener. Above all, a substitute needs to be able to listen to adults and children alike. She must listen to their needs and follow through on their requests. She/he must learn to read body language as well. This sensitivity will take a lot of training and reflecting.

9) total involvement with the children. There is no room for a person in a Head Start classroom who has to be begged to work, or worse yet, who sits around commenting on other people's behavior. Trainees should be encouraged to be totally involved right from the start. Assigning enough tasks can insure that trainees don't hesitate about participating.

INTERPERSONAL SKILLS

Like work attitudes, training in interpersonal skills will be woven into the curriculum throughout the three weeks rather than being a specific workshop.

However, some assertiveness training may well be needed for some groups. Also consider using some cooperative group games to promote awareness of group or team problem solving.

The "team approach" of Head Start cannot be overemphasized. Mutual support should be fostered by doing homework in teams, sharing cultural heritages, comparing notes on childrearing problems, etc.

One parent said, "I never knew so many people had the same problems I did."

Another parent said, "I feel proud to be on a winning team."

These are the kinds of comments which a skillful trainer will blend into discussions to encourage sharing and mutual support.

A Head Start Substitute teacher is not a prima ballerina and anyone who acts like one will be quickly ostracized.

CLASSROOM PRACTICUM

Between one-third and one-half of the training time should be allocated to practice teaching. In double session programs, it works well to have workshops in the morning followed by practicum in the afternoon, giving the trainees an opportunity to try out newly acquired skills. In full day classes this would not work as well because trainees would spend a lot of time observing sleeping children! Trainees do need to get to know <u>all</u> the children, and should have some morning practicum in split-day programs.

Be sure to let everyone know the schedule and <u>exactly</u> what is expected in each day's practicum. Meet with cooperating teachers in advance to answer any questions. They should not hesitate to give trainees instructions and suggestions about what to do next.

The more structured this practicum is, the more secure the trainee will be, and the more experiences she/he will get.

Be sure to allow enough time for group discussion of classroom practicum each day.

OBSERVING THE TRAINEE IN THE CLASSROOM

When the trainees are working in the classroom, the trainers should visit frequently, unannounced. This accomplishes several purposes:

1) the trainer can give feedback and suggestions on the trainee's actual classroom behavior.
2) the trainer can see problems which should be discussed or reviewed in class.
3) the trainee can get used to supervision and observation in an informal and non-threatening way.
4) the cooperating teachers can spontaneously ask the trainer questions about the training schedule, expectations about her role, etc.
5) the trainee is held accountable for being where she/he is supposed to be.
6) the trainer can encourage trainees who lack self-confidence to get involved.
7) the trainer can model behaviors that she/he wants the trainee to adopt.
8) the trainer can remind workers of "no smoking," "no drinking soda," etc., which cooperating teachers sometimes hesitate to do.

USING HUMAN RESOURCES IN THE PROGRAM

Many times if we look around a program for a person to do the substitute teacher training, the task seems overwhelming. However, when we begin to look at the strengths of individuals within the program, we find that many people can contribute one workshop and the sum total is impressive.

Some program sources to consider would be:

I. Teachers

Are there teachers with a special talent, cultural background, or area of expertise? For example, is there a teacher who specializes in one curriculum area who could get trainees involved in and excited about music, math, art, or science experiences for young children? Are there teachers who could discuss their multi-cultural curricula, or how they incorporate Afro-American, Hispanic, Chicano, or Native American foods into the curriculum? Are there teachers who themselves have been Head Start parents and have climbed the career ladder and can relate their experiences? Are there teachers who have particularly beautiful classrooms who could do a tour and demonstration of classroom management? How about workshops on cooking in the classroom, reading stories with children, keeping children's attention at circle time, using positive discipline, or playing outdoor games?

II. Coordinators

A. Medical. Ask the medical coordinator to do a workshop which includes:

1. Medical requirements of the state for people who work with young children.

2. The agency procedure for dealing with medical emergencies.
3. How to decide if the child is too sick to be at Head Start.
4. Detecting common early childhood illnesses, like ringworm, impetago, chickenpox, headlice, etc.

B. Social Services. Ask the social services coordinator to do a session of referring parents to the social service workers. This might be the right person to talk about the importance of confidentiality in the classroom.

C. Special Needs. Ask the special needs coordinator to explain the Head Start philosophy of mainstreaming. Also include any specific special needs which are currently represented in the program.

D. Education and/or Parent Involvement. Will most likely be the program coordinators and tone setters for the training.

III. Other Program Staff

A. Director. Ask the director to do the welcome and graduation talks. She/he can also give a history and overview of the program.

B. Nutritionist or Cook. Ask this person to talk about encouraging children to try new foods, planning menus, lunch and snack procedures, and cooking activities to do with children.

C. Personnel Director. Ask the head of personnel/payroll to go over the agency personnel and payment policies which affect the substitutes.

D. Current Substitutes. Ask people who were trained the last time and are currently employed to share "tricks of the trade" as well as their feelings about the program.

E. Exploring Parenting Facilitators. Many Exploring Parenting Sessions can be re-worked for substitute teacher training (e.g., Discipline, Getting into Your Child's World, Safety, etc.)

IV. Other Head Start Personnel

A. Regional Training Office. Check with your Regional Training Office to see if trainers are available to do workshops.

B. Other Neighboring Head Start Programs. Ask other Head Starts what resource people they have on staff and plan to share personnel. "Outsiders" who are still familiar with Head Start make excellent workshop leaders.

V. Program Consultants. Ask each of your program's consultants to do a session in their area of expertise. Dental, Medical, Mental Health, Nutrition, Management, and Education consultants all can be tapped for sharing something of their work in Head Start with trainees. Speech therapists can often give an excellent presentation on enhancing language development.

DESIGNATED LEADER(S)

You will probably want to give one trainer the "bottom line" responsibility. Certain on the spot decisions will have to be made, like moving the class due to lack of heat or air-conditioning, awarding extra-credit hours, settling disputes, etc. and if one person is perceived to be "in charge," the misunderstandings will be minimized. It is possible for two people who work harmoniously and in close proximity to share this task, but this requires constant communication.

The designated leader will often have some "heavy" tasks, in addition to the nitty-gritty of making sure materials are xeroxed, etc. She/he must be willing to confront people who are late, dock time-sheets for lateness, and step into inter-personal problems which always arise.

USING HUMAN RESOURCES IN THE COMMUNITY

Many community agencies have community education as part of their funding contract and will offer excellent workshops, with free materials or at a very nominal cost. Many are workshops relevant to teaching Head Start children, or can be modified to address critical teaching and/or parenting issues.

Depending on your budget and your staff's talents, think about augmenting your training schedule with workshops by some of these agencies:

I. The Red Cross will teach first aid in the classroom, as well as C.P.R. Getting substitutes certified by the Red Cross helps immensely with licensing regulations.

II. Child Guidance, Family Service or Community Mental Health Centers will offer assistance in dealing with children's social and emotional problems. They can also offer support to trainees who are making the transition in their own lives from working in the home to breaking into the work force.

III. Special Needs Agencies will demonstrate special care needed by individual children, e.g., Cerebral Palsy Foundation, March of Dimes, Cancer Society, etc.

IV. Public Libraries have many resources for teachers and parents. Children's librarians can give good demonstrations of how to select appropriate children's books and how to read a book with a group of children. Require trainees to get library cards so that the library will be a resource when they become substitutes.

V. Local Museums are often underutilized by Head Start parents. After a group tour for substitute trainees, parents are more likely to take their children.

VI. The Fire Department will demonstrate fire prevention, fire drills, and fire fighting in the Head Start center. Safety cannot be overstressed in substitute training.

VII. The Dairy Council provides excellent workshops in nutrition, menu planning, and cooking in the classroom.

VIII. Family Life Education Agencies. Planned Parenthood and like agencies offer super workshops in dealing with the children's sexuality, questions about sex, and non-sexist environments.

IX. Other Local Resources:

Local Colleges
Doctors
Hospitals
Poison Centers
Public Schools: teachers, supervisors, psychologists, and child study teams

Look around your community for successful organizations who might have something to offer. Check with your Policy Council Community Representatives to see if they have expertise or contacts to share.

UTILIZING CURRENT PHYSICAL RESOURCES

Collect materials currently available in your program and in your community for training. You will want to have an interesting variety of teaching aides.

I. Films on child development and Head Start are sometimes available from your regional training office, state department of education, local library, state library, or public schools. Be sure to preview the films for timeliness, relevance, and cultural, ethnic, and racial diversity.

Many of the original 1965 Head Start training films are dated, but the Exploring Parenting films are recent and excellent.

II. Filmstrips are available from the above sources and need the same scrutiny. One 1981 filmstrip is called "An Investment in Our Future." It gives an overview of the task of being a Head Start teacher and serves as a good tone-setter at the beginning of training. It is available from the Region III Resources and Training Center at the University of Maryland.

III. Magazine and Newspaper Articles on child development, early childhood education, and teaching make good handouts and stimulate lively discussions.

IV. Head Start Performance Standards, particularly the education section, will of course be the basis of the entire training program. At times, the language is difficult, so take it slow. Explain that the standards are not suggestions, but laws to be upheld.

V. Local T.V. Stations often have talk shows with celebrities who are experts in child psychology, child development, pediatrics, nutrition, and other topics which are relevant to substitute training. Being in the audience of such a TV show is a novel and exciting learning experience.

ASSIGNING HOMEWORK

There are several advantages to assigning homework:

1) trainees move at different rates, and those who are ready can move ahead quickly. Those who don't get to the homework during training will at least have the resources at home to turn to when they do have time.

2) homework will reinforce the concepts introduced in class.

3) specific assignments make it easier for trainees to get help from teachers.

4) homework can get trainees involved with their own children in a new and special way, which eases the pain of having one's parent in training all day.

5) homework gives the trainers an idea of how hard trainees are working and an opportunity to praise those who are doing a great job.

Homework should be a mixture of practical, fun activities a trainee can try out with her children, and heavier, theoretical readings. Some examples of homework and their justifications would be:

1) to have a physical exam and get a note from the doctor certifying good health and the absence of communicable diseases. This is required by law.

2) to go to the public library and get a card. The library is underutilized by many Head Start parents and the first trip can be a real eye-opener.

3) 3) to watch and critique TV shows for children (Sesame Street, Mr. Rogers, etc.). This helps parents look critically at observational skill needed in the classroom.

4) to do activities with their children. This helps trainees see what is age-appropriate and gets across the idea of how important planning and setting up materials are.

5) to make a map of the fire route of the classroom. This life-saving procedure seems obvious, but under the stress of a real emergency, the exit moves must be a conditioned reflex.

6) to read the Performance Standards, in small doses. Again, this is as difficult as reading the Bible, and needs as much interpretation.

7) to make a map of the Head Start classroom, showing each learning center and the materials contained in it. This makes trainees aware of the care which has gone into room arrangement and gives them a clearer picture of the learning which is expected to take place in each center.

8) to use a behavior checklist or whatever measure of growth is used in your program. This gives trainees an appreciation of what teachers actually teach and how much progress children make in just one year.

TRIPS

Trips are a very popular training vehicle. Many community resources are available but are untapped by parents and going as a group can open new horizons. Possible trips will vary tremendously from program to program, but museums, libraries, colleges, other Head Starts and live television programs make excellent trips.

Try to schedule at least two trips during the three training weeks. The morale boost is worth it alone, but the awareness of opportunities in the community is a crucial training variable.

One trip bears particular mention. In Philadelphia, there is a resource center where parents can make all kinds of teaching materials for their homes and classrooms: tri-wall puzzles, bookcases, and tables, laminated charts and pictures, and wooden toys have been particularly popular. The pride and confidence which come from creating with an electric saw and heavy cardboard are tremendous and long-lasting.

BALANCING YOUR TRAINING SCHEDULE

When you are thinking through your training schedule, be sure to balance lectures and discussions with practical classroom experiences,

and work with pleasure. At all costs, avoid the feeling that "all we do is go and listen to somebody lecture."

The trainers should be aware that they are modeling teaching behaviors for the trainees. Just as children "learn by doing," so do adults. No one likes to sit for hours, so although trainees may be self-conscious about trying new activities in a group setting, it is important to reinforce that everybody should participate in finger-painting, for example. Trainees should be encouraged to share their experiences with their own children with the group. This keeps people involved and makes the material more relevant to their own experiences.

In the middle of the three weeks, morale may hit a low; the thrill of getting started has worn off and the end seems very far off, for both the trainers and the trainees, so be sure to schedule several fun events: trips, lively speakers, or special surprise refreshments.

CHAPTER IV

IMPLEMENTING THE TRAINING PROGRAM

THE FIRST DAY

Setting the tone of the first day of training is perhaps the most important task of the three weeks.

Have refreshments and coffee to set a welcoming atmosphere. (It will probably be too expensive for the agency to provide food every morning, so let the trainees make their own arrangements. Sometimes a collection is taken up and sometimes days are divided up among trainees to bring donuts or juice.)

Start as close to the appointed hour as possible, stressing that when the group starts on time, it ends on time. The first order of business is a warm-up exercise where everyone has a chance to introduce herself or himself. The trainers can lead off by telling their names, why they are interested in leading the training, what their backgrounds are, and how many children they have. Then they should ask the parents to identify themselves by name, Head Start center, how many children they have, how they found out about the substitute training, and what they expect to get out of it.

Next should come a formal welcome from the Head Start director. She/he can give a brief history of Head Start and its goals on a national and local level, stressing the importance of parent involvement in the program.

Then the personnel director (or program director) should help all trainees fill out an agency application form and W-2 to go in the personnel files. Great stress should be put on the importance of presenting oneself well in any job paperwork. Go over those personnel policies which apply to the substitute teachers.

Next, the trainers should present the training calendar and time sheets and explain exactly how training will proceed. They should have a job description ready for each trainee and should go over it point by point.

Finally, if possible, trainees should get a tour of all the agency's buildings so that she/he will have a notion of the total agency, as well as an idea of where places are in case training is scheduled in different locations.

Trainees should get the impression that this will be an exciting, well-organized, fun, meaningful professional experience. Above all, promote a "positive mental attitude." Training will be a challenge, but you can all do it - together.

PHYSICAL EXAM

Announce on the first day that parents must have a note from the doctor before they can work for pay in the classroom. Adhere to this policy absolutely or people will never go. Quote local licensing regulations on this subject. Explain that no parent wants a child to pick up a disease at Head Start and this is one way to guarantee it. Making the doctor's appointment part of the first night's homework usually allows enough time for people to be seen before graduation three weeks later. N.B.: A typical note should say, "I have found Blossom Zilch in good health, free from communicable diseases, and physically capable of working with young children."

In addition to a regular physical examination, adults who work with children are usually required to have a TB Test or chest x-ray. Check

with your health coordinator to see if she can administer tyne tests to speed up the process and ease the trainee's budget.

TIME SHEETS

One critical notion to get across in the beginning of training is the value of time sheets. These sheets (see sample in appendix) serve four purposes: 1) they give trainees the experience of being accountable for signing in and out, 2) they help trainees see accomplishments along the way, 3) they reward trainees who put in greater effort, and 4) they show clearly how diplomas should be marked. In other words, they minimize misunderstanding.

Time sheets have four columns: date, time, hours, and signature of trainer. Example: January 2, 1986, 9 to 11 a.m., 2 hours. Trainees should fill out this part at the end of each session, and the trainer or cooperating teacher should sign afterward.

Portions of an hour can present problems. A policy should be set on this issue. For example: a trainee can get credit for ¼ hour, but only whole hours will be noted on the Certificate. Therefore, if a person's total is 67¼ hours, 67 would appear on the diploma.

Be sure to communicate to center teachers the importance of their responsibility in signing time sheets. If they allow "fudging" on time during training, they are really teaching substitutes that being on time is not important, which will haunt teachers later.

Sometimes a healthy competition will build up for the greatest number of total training hours. The trainer can emphasize or de-emphasize this according to how positive the competition seems. Keep in mind that success in the work place is new and precious to many trainees.

In certain circumstances, the trainer may decide to award hours for extra credit work. For example, if the center is closed due to lack of heat, a parent could do a special project with a small group of children, like going to the library, building bird feeders from milk cartons, etc. Be sure to specify the project and hours in advance.

Credit is never given for regular homework.

CONFIDENTIALITY

Confidentiality cannot be introduced too early in training or stressed too much. Be sure to discuss it before trainees begin in the classroom and be sure to devote at least an hour's time to it in the schedule.

Some suggestions for a confidentiality workshop would be:

1) playing "Whisper Down the Lane" to demonstrate the distortion of an innocent remark repeated many times.
2) role play of Head Start situations which make good fodder for gossip:
    a) the parent who comes to pick her child up stoned or drunk.
    b) the child who tells about a fight his parents had last night.
    c) the parent who comes in distraught and tells the teacher her marital problems.
    d) a heated discussion between two staff members which was overheard by a trainee.

Knowing the right person to tell such confidential information is just as important as knowing who not to tell. When a trainee or substitute is involved in an emotionally charged situation, she/he needs to talk it

over with someone in Head Start before she/he leaves for the day so that she/he doesn't take the problem home or into the streets.

Review the agency's chain of command or organization chart so that trainees can see just who should be involved in a given problem. As examples come up in training, be sure to bring them to the attention of the group, observing confidentiality by leaving out names in identifying information, of course.

Be sure to set a rule that when talking in class, people are referred to as "a child," "a teacher," or "a parent." No one likes to be told that they are "being talked about" in class when they are not there to defend themselves.

Make it absolutely clear that any substitute who breaches confidentiality will not be called to work again. Remind trainees that they would not like to hear their family problems discussed by a substitute and that they must respect other people's rights in order to insure their own.

If it sounds like preaching the Golden Rule in a non-sectarian program, apologies are offered. However, it cannot be emphasized too strongly that CONFIDENTIALITY CAN MAKE OR BREAK YOUR SUBSTITUTE TRAINING PROGRAM.

THE FINAL EXAM

Exam Philosophy

The final exam should be seen as a very serious, important part of the training. Due to the problems trainees might have with a written test, the exam is usually oral. Many people feel that an oral examination is "easy," but the trainer should use peer pressure to enhance the professional atmosphere of the exam. Sometimes a multiple choice or fill

in the blank exam is used in one program. The trainer's rationale is that you get to know which ideas were understood and which were not. Also, quiet people have an equal opportunity on a written exam.

The philosophy behind insisting on an exam is that it gives trainees a measure of their own growth and it demonstrates to the program that the trainees are ready and competent to work as substitutes. In addition to the trainer(s), several examiners should be present at the final. The role of these people is to act as "cheerleaders;" the trainer will actually do all of the questioning. Head Start directors, education coordinators, regional office representatives, Policy Council chairpersons, etc. who will be very positive make good choices for examiners.

Instruct trainees to bring <u>all</u> their training materials, as well as everything that they have made, to the exam. To assist with their preparation, remind trainees to go over their training schedules to make sure they have all the notes, handouts, and main ideas for every session. Remind them that questions will be based on all the material covered in training.

In keeping with the "positive mental attitude" which has permeated the training, the exam should be a positive self-image builder. Questions should be designed to demonstrate trainee's knowledge, accomplishments, and growth, <u>not</u> what they don't know.

One ground rule needs to be stated at the outset of the exam: Questions will be asked of one person at a time, but anyone may add information or disagree when the person is finished. The exam is to be a learning experience, and thus the examiners should feel free to comment or elaborate on the trainees' answers.

Exam Questions

Questions should be based directly on the material presented. Look over the training schedule and make sure that every aspect has a corresponding question. One program asks each trainer to submit several questions on the material they covered.

Some sample questions are:

1. Name one good way to make a good impression on the job as a substitute teacher. (Every candidate has to come up with one answer.)
2. Why do you have to have a medical exam before working in Head Start?
3. Who is your boss?
4. Who is the Head Start Director?
5. Show something you made at the art workshop and tell about it. (Every candidate.)
6. How much do substitutes get paid per hour? Per day? Per week?
7. What are the Performance Standards? Why are they important?
8. What is confidentiality? Give some examples.
9. What do you do when something is served for lunch which you really do not like?
10. Where do you find the lesson plan in your center?
11. Tell one good way to lose your job at Head Start (Everyone).
12. What does "family style lunch" mean? Why is it important?
13. How do you sign in at the center to make sure you get paid?
14. When does a substitute get paid?
15. When is the <u>one</u> time you spank a child in Head Start? (NEVER!)
16. What is self-esteem? Why is it important in the learning process?
17. Tell one positive statement you could make to a child to build self-esteem (Everyone).

18. What Spanish words did you learn?
19. What do we mean by multi-cultural curriculum?
20. Name some multi-cultural activities done in your center.
21. How will you handle a parent who comes in angry about something which happened the day before when you weren't even working?
22. Show your library cards. (Everyone)
23. What will you do when you make a mistake while you're substituting?
24. Why do we go on so many trips in Head Start?
25. How should a teacher dress for work? Why?
26. Demonstrate how you will greet a new child and parent on their first day of Head Start.
27. Show your map of your center's fire route. (Everyone). Why did we have this assignment?
28. How are you going to handle your friends who mock your attempts to better yourself through studying and working?
29. What do we mean by a non-sexist curriculum? Give some examples of non-sexist teaching.
30. What is the agency philosophy of discipline?
31. Show your map of the classroom learning areas. (Everyone)
32. Why are classrooms divided into areas? What are the areas?
33. What is an I.E.P.?
34. What are some activities which will enhance the children's large motor development?
35. What do we mean by fine motor skills? Gross motor skills?
36. What do you do if a child has an accident on the playground?
37. Teach us one good song which you learned when you worked in the classroom.

38. What are the basic food groups? What would a good Head Start lunch consist of?
39. Tell why children should have classroom jobs.
40. Why are water, sand, mud, cold cream, and shaving cream appropriate materials for Head Start classrooms?
41. Tell a spontaneous "Trip" you could take in the neighborhood.
42. Why do special needs children belong in Head Start?
43. Tell one way you could work numbers or counting into the everyday classroom activities.
44. Tell how you will handle naptime.
45. What will you say with the children before snack or lunch instead of a religious prayer? Why?
46. If the class is too noisy, what will you do?
47. Why is the dress-up or dramatic play area important in every classroom?
48. What do you say when you ask a child if she/he wants to paint and she/he says, "No!"?
49. What do children learn from dancing in the classroom?
50. What are anecdotal records? Why do we use them in Head Start?
51. How are you going to get other parents involved in the classroom?
52. What are the hours a substitute teacher works?

Allow about two hours for fifty verbal questions.

PASSING/FAILING

Everyone who completes the minimum sixty hours of training and attends the final exam, passes. Some people have trouble with this policy. In past school experiences, those who worked hard passed and those who didn't, failed. Or at least theoretically. But we all know

that there are many other reasons for passing or failing other than hard work. People have failed due to lack of self-confidence, discrimination, and lack of basic skills like reading, writing, and spelling. The philosophy of substitute teacher training must be to help parents succeed, no matter what the reasons for any previous failures.

The trainer(s) can tell trainees that if the student fails, the teacher has failed also. This is a very important concept, known as not "blaming the victim," which is vital in any teacher training. It is the trainer's job to motivate parents to do an excellent job, not to add to the parent's feelings of academic failure.

This does not mean that the trainer's expectations should be low! The trainer(s) must model enthusiasm and hard work. And they must follow through daily to make sure parents are doing what they are supposed to be doing. Pressure and support must be constant and equal.

What has happened in previous training groups has tended to filter out people who would not be good substitutes. Some people drop out of training when they discover how much work is involved. Some people decide that working the classroom is not what they want and use the certificate to help get another kind of job. And some people get the certificate but are never called to substitute due to their poor work habits. But these are all reasons which the trainee controls, not the trainer.

It is the responsibility of the trainee to succeed. It is the responsibility of the trainer to provide every opportunity to succeed.

EVALUATION OF THE PROGRAM

After the exam is over, and the trainees have been evaluated by the trainers, it is time for the trainees to evaluate the trainers. The trainer should begin this process by explaining that an important part of any educational process is evaluation. She/he can ask the group to share feelings verbally to start, but should ask for written remarks as well to insure that everyone has a chance.

The following is an example of an evaluation form:

Dear Friends,

Part of any good program is evaluation.

I would like to have your ideas and suggestions to improve Substitute Teacher Training. You do not need to put your name on it if you do not want to.

1) How would you improve the training?

2) What did you like about the training which we should repeat the next time?

3) Would you lead a workshop next time we do Substitute Teacher Training? On what topic?

4) Would you recommend the Substitute program to a friend? Why?

5) Please use the back for any other comments or suggestions.

By asking such questions, you will really set up the next year's training schedule. You will know which activities have been popular and which have not. You will know where you can get some assistance next year. You will get some suggestions for changes and improvements.

Most important, if you have kept your "positive mental attitude" throughout training, you will probably receive some very positive comments. After all your hard work, a little positive reinforcement is due! Seeing

compliments written out will hopefully make it all worthwhile and give you the motivation to try it again next year.

GRADUATION

The Ceremony

For parents who have not graduated from high school or college, this graduation will be a very important moment and should be conducted in a very serious and positive manner. Several items should be included in the graduation ceremony:

1) a statement by the trainer(s) that everyone has passed the exam, embellished with praise for general and specific achievements.
2) a brief talk by the Head Start director on the importance of the training and work experience to the individual and to the program.
3) a short speech by a visiting dignitary - a local politician, school board member, regional office representative, CAP director, or policy council community representative. Having an outsider adds dignity and importance to the occasion, and heightens graduates' sense of accomplishment.
4) awarding of the diplomas by the director (and/or executive director). A sample diploma is found in the appendix. Be sure to award the certificates in order of the number of hours worked, and recognize the center where she/he trained and the teachers who contributed so much to the trainee's success.

5) take photographs of the whole graduating class and of individual graduates. Invite the newspapers to attend, and be prepared to send in a story and photos if they fail to show.

The Luncheon

Following the ceremony, a covered dish luncheon has become a tradition. Graduates, families, friends, and staff should all be invited to attend, with emphasis on the fact that everyone who attends should bring enough to eat or drink for at least ten people. The program should provide plates, cups, napkins, cutlery, etc.

EMPLOYING THE SUBSTITUTES

Policies and Procedures

The Head Start Director, the agency personnel director, the agency comptroller, the clerical person in charge of substitute paperwork, and the trainer(s) should sit down before training begins and agree in writing on policies and procedures for substitutes, including:

1) Rate of pay. Usually substitutes are paid minimum wage, calculated on an hourly basis. Consider a minimum of one half day's pay to make it worthwhile for the substitute to come in; one hour's pay may just not be worth the hassle.

2) Keeping track of hours worked. State clearly when, where and to whom a substitute should sign in and out. Depending on agency bookkeeping procedures, substitutes may or may not have time sheets. There should be one person designated, introduced, and used consistently as the person to answer all record keeping questions (probably the clerical person). This cuts down on the "he said, she said" game.

3) Pay day. People need to know when they can expect to be paid. Make a sign to hang in the clerical person's office which spells out pay periods. Remind trainees that they will not be paid on the day they work, even if it is a regular pay day. Explain the paperwork system so that they can understand the complexity bookkeeping behind each check.

4) Fringe benefits. Substitutes will not be eligible for any fringe benefits in most agencies. Sometimes substitutes wonder if they will be paid for holiday which falls in the middle of a period when they are subbing. Clarify your agency's position on this in advance.

5) Agency personnel policies. If possible, copies should be made available to each trainee. If not, xerox copies of work hours, lunch hours, dress codes, etc. which will affect substitutes. Explain that personnel policies serve as a contract between Head Start and its employees, and works to the benefit of both parties.

Common Misunderstandings

Anytime substitutes are called, there is bound to be stress. The teacher is sick or has an emergency. S/he will be missed by children and adults alike. The schedule will probably not be quite normal. Misunderstandings are bound to occur, so expect them. Train substitutes how to cope with misunderstandings, how to solve problems while staying within the agency's organization chart, and how to channel a complaint effectively.

The trainer(s) cannot keep track of which substitutes have been used how many times. Some parents will be called more often than others, and thus will earn more money, resulting in potential conflict. Explain that accountability is different from favoritism, and that substitutes who show up on time, work hard all day, observe confidentiality, stay to clean up, and have a cheerful "how can I help?" attitude will become the favorites and the highest earners.

The agency should consider an informal ruling that substitutes trained in a particular center should be the first ones called for that center. This usually happens naturally since teachers have trained parents from their own centers, but a ruling can help make sure the wealth is spread around to a certain extent.

LICENSING ISSUES

Be sure to check with your state licensing bureau and/or local school board (if you have centers housed in public schools) to let them know your plans. States vary in their regulations, as well as their enforcement, of who may substitute teach in pre-schools and child care centers.

Programs have found that licensing officers are well aware of the problem of finding qualified substitutes and are glad to see Head Start come up with a creative solution. But do not count on this. DO NOT JEOPARDIZE YOUR CENTERS' LICENSES! CHECK YOUR STATE REGULATIONS!

PROVIDING BABYSITTING DURING TRAINING

Many parents ask if babysitting money or child care will be provided during training. Experience shows that the answer must be an emphatic, "NO." Although this sounds harsh, and perhaps even discriminatory towards parents who have younger children at home, it is a good way to decide if a parent is ready to go back to work or not.

First, if a parent does not have the social network (friends, grandmother, or family day care provider) to arrange her own child care during training, s/he probably would have difficulty arranging for babysitting on a morning when s/he's called at 7:30 a.m. to substitute at 8:30 a.m. A second reason is that because of economic pressures, some parents might come to training just for the babysitting money, and not out of interest or commitment.

The agency can help those isolated parents who need to develop a social network by recommending that trained substitutes babysit for each other and then split the wages when they are called to substitute.

Homebound mothers could be included in a babysitting list while they are caring for their younger children.

Some parents and community people have taken substitute teacher training out of interest in children, but have never intended to work in the classroom. This is certainly consistent with the Performance Standards because it provides a forum for teaching child growth and development, and this group tends to be highly motivated to participate in discussions so they should be included in training. However, baby-sitting money cannot be paid or this group might actually exceed the group which intends to substitute!

WHO CALLS THE SUBSTITUTES?

Under this system, a teacher or teacher assistant calls his/her own substitute, and then calls co-workers and the office to inform everyone.

KEEPING WELFARE INFORMED

Parents who are on public assistance must be careful not to jeopardize their checks. They should announce their intention to work occasionally to their caseworker.

The agency must get a W-2 form for each substitute to insure that people declare all their earnings. This should eliminate any potential concerns about welfare fraud.

TRANSPORTATION

Whether or not to provide transportation for trainees will largely depend on the agency's geographic catchment area. In urban programs, where large programs serve only a ten block radius, transportation will probably not be necessary. Like babysitting, transportation can be a good measure of a person's commitment. If a trainee cannot get to where she/he needs to go during training, chances are she/he will have trouble getting to work after training.

For spread-out rural programs, transportation is a whole different problem. For classroom practicum, parents can ride the bus to and from the center with their children. But workshops present another problem. If centers are too far apart, each workshop will have to be repeated in each center. But wherever possible, it is recommended that training be rotated among centers, with necessary transportation provided by the agency. The power of the group is not to be underestimated in making this decision; a group of twenty makes for much more lively and diverse discussions than a group of five.

There are trade-offs in any decision, and this is one where programs will have to be creative in meeting their own needs.

BILINGUAL TRAINEES

If the trainers are not bilingual, it is important to make special provisions for bilingual trainees (or, more realistically, monolingual trainees whose language is other than English). In some cases, another trainee can translate. In other cases, a staff member should be recruited

to act as a special tutor to make sure the trainee is interpreting material correctly.

Wherever possible, have written materials translated before training begins. Many government publications are available in Spanish, if requested.

Be sure to include workshops on the languages other than English which are represented in all the centers. Substitutes need to learn basic phrases to make all children feel comfortable, such as "Hello. My name is . . . What is your name?," "Do you have to go to the bathroom?," "Come here," "Time to eat," etc.

UPDATE OR IN-SERVICE TRAINING

After substitutes have begun working in the program, be sure to invite them to attend as much in-service training as is financially possible. You may find that you want to call all trained substitutes in September to see if they are still interested in work. This is a particularly good time to schedule an in-service session just for substitutes to review the rules and regulations of the agency, the attributes of a good substitute, and the mistakes of last year to be corrected this year! It is also a good time for the administration to hear substitutes' complaints and to see what modifications can be made to improve the program from the substitutes' point of view.

SUBSTITUTES FOR OTHER HEAD START JOBS

This book has dealt exclusively with teacher substitutes, but one program has trained parents to substitute as clerical workers, receptionists,

and kitchen workers to cover for absences in these vital program positions. During training, these trainees attend the sessions of general importance, such as discussions of dealing with people, personnel policies, agency goals, etc. Their practicum is spent assisting the people who currently hold those jobs. And finally, special training is provided for them by the administrative assistant, who functions as the head of the clerical workers, and the nutritionist, who has responsibility for overseeing food preparation.

FIVE YEARS LATER

The parent substitute teacher idea is now five years old. We have not formally surveyed the graduates, but we can informally report on what some of them are doing. Many have worked as substitutes as long as their children have been enrolled in Head Start, and then have gotten involved in Follow-Through or kindergarten programs. Others have gotten permanent positions in Head Start as teacher assistants, home visitors, bus escorts, receptionist, kitchen workers, and housekeeper. Several have gotten tired of waiting for a permanent position to open up in Head Start and have gone out to other child care programs and have used their substitute certificates to get jobs.

Memories of training are still fresh even in the minds of the early trainees. "We were the first class and the best," someone said recently. "We had a ball. It really got me started and now I'm working full-time."

Many parents enjoy training so much that they vow to come back the next year and go through training all over again. Although encouraged, this has never happened. Usually the program needs substitutes in the

classroom! Some people have visited a new workshop, or have acted as trainers for one session.

ONE FINAL WORD . . .

If you decide to try a substitute teacher training program for your parents and you want help in setting it up, please call or write:

Dr. Margaret Leitch Copeland
EcElSec Department
Rider College
P.O. Box 6400
Lawrenceville, New Jersey 08648

OR

Trenton Head Start
401 Pennington Avenue
Trenton, New Jersey 08618
(609) 392-2115, Ext. 59

OR

19 East Curlis Avenue
Pennington, New Jersey 08534
(609) 737-2370

SAMPLE TRAINING TIME SHEET

Name _____

Date	Time	Hours	Supervisor's Signature
Mon., Jan. 5, 1986	9 to 11:30 a.m.	2.5	Blossom Zilch

Total Hours _____

UNITED PROGRESS INCORPORATED
TRENTON HEAD START

SUBSTITUTE TEACHER CERTIFICATE

Awarded to

for

Hours of Training

Executive Director, United Progress, Inc.

Head Start Director

Head Start Education Coordinator

Date Issued